Course title	**An Overview of Development of Teaching Materials**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. 10 percentage of revision (**Worksheets-based submissions**)
Course code	MAELEC511
Semester	I
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesdays: 11 – 1 pm; Thursdays: 2 – 4 pm
Name of the teacher/s	Mahananda Pathak (MP) & Madhavi Gayathri Raman (MGR)
Course description	This course will attempt a historical overview of teaching materials used to teach second/ foreign language learners of English along with critical reviews on published ELT materials. The course will have two parts: it will begin with a discussion of key concepts associated with curriculum, syllabus design and materials development in ELT. An overview of perspectives on curriculum and syllabus design in line with the prominent language teaching approaches will be attempted. The second part of the course will discuss materials developed to teach ELT. It will expose students how different syllabuses are put into practice in the form of teaching materials. So, students will be acquainted with different types of material designs to teach the four skills: listening, speaking, reading and writing and the two elements: vocabulary and grammar. **PO3:**understand theoretical constructs of ESL learning and teaching in instructional contexts **PO5:**acquire skills to design ESL/EFL materials for classroom use **PO9:**design multimodal materials for language learning **COs and LOs** a) domain specific outcomes **CO1:** To comprehend some of the key concepts in curriculum and materials design and instructional materials in ELT, **CO2:** To understand various language learning perspectives and their relevance to syllabuses and materials design,

	b) value addition **CO3:**To gain an understanding of the relationship among curriculum/syllabus, methodology, and materials, c) skill-enhancement **CO4:** To link prominent language teaching approaches with syllabuses and materials, **CO5:** To explore different types of ELT materials in both global and Indian context, d) employability quotient **CO6:** To collaborate with peers for teaching, training, and content creation.
Course delivery	Lecture: 60% Seminar: 20% Experiential learning: 20%

Evaluation scheme	**Internal (modes of evaluation): 40 %**
	Three assessments (best of two will be taken)
	    1. **Assessment 1:** (September 9 - 13, 2024): In-class test
	    2. **Assessment 2:** (October 7 – 11, 2024) In-class group presentation and group write-up
	    3. **Assessment 3:** (November 4 - 9, 2024) Worksheets-based submissions
	End-semester (mode of evaluation): 60 %
	    1. In-class sit-down close book examination (December 5 - 12, 2024)

Reading list	**Essential reading** McDonaugh, J., Shaw, C. and Masuhara, H. (2013). *Materials and methods in ELT*. Wiley-Blackwell (Ch. 1: The Framework of Materials and Methods, pp. 3 – 16) Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press. (Ch. 6 – Course planning and syllabus design, pp. 145 – 197) Clark, J. L. (1987). *Curriculum renewal in school foreign language learning*. Oxford University Press. (Ch. 4) Finney, D. (2007). 'The ELT Curriculum: A Flexible Model for a Changing World'. Richards, J. C. and Renandya, W. A. (Eds.). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press. (Ch. 7). Graves, K. (1996). 'A framework of course development processes' in Kathleen Graves (Ed.). *Teachers as course developers* (pp. 12-38). Cambridge University Press.

McDonaugh, J., Shaw, C. and Masuhara, H. (2013). *Materials and methods in ELT*. Wiley-Blackwell (Selected extracts from Chapters 6, 7, 8, 9 and 10)

Murray, D. E. and Christison, M. (2020). *What English language teachers need to know Vol. II (Facilitating learning)*. Routledge.

Tomlinson, B. (2001). 'Materials development' in Ronald Carter and David Nunan (Eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 66 - 71). Cambridge University Press.

FORTELL (Journal of Teaching English Language and Literature), Issue No. 42, January 2021 (*Key Issues in Materials Development for Teaching English language and Literature*).
https://www.fortell.org/issue42/

Additional reading

Breen, M. (1987). 'Contemporary paradigms in syllabus design' Parts I and II, *Language Teaching* 20: 2 and 3.

Graves, K. (2014). 'Syllabus and curriculum design for second language teaching'. In Brinton, D. M., Celce-Murcia, M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language*. (46-62). Heinle Cengage Learning.

Nunan, D. (2001). 'Syllabus design'. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.). Heinle&Heinle.

Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge University Press.

White, R. (1988). *The ELT curriculum: Design, innovation and management*. Basil Blackwell.

Harwood, N. (ed.). (2010). *English language teaching Materials: Theory and practice*. Cambridge University Press.

Durairajan, G. (ed.). (2019). *Perceptions of language pedagogy (Prof. N. S. Prabhu's writings)*. Orient BlackSwan.

PGCTE Distance Mode, EFL University. *Materials for the Teaching of English* (Block II, III, & IV). EFL University Press.

2.

Course title	**EXPLORING THE SECOND LANGAUGE CLASSROOM**
Category	Existing course
Course code	MAELEC576
Semester	I
Number of credits	5
Maximum intake	30
Day/Time	Mondays:11a.m.-1p.m. Wednesdays: 9-11 a.m.
Name of the teacher	K. Padmini Shankar
Course description	A brief overview of the course Exploring the Second Language Classroom aims to equip prospective language teachers with an understanding of key issues and recent developments in the field of language teaching and learning. Some of the topics include: a) learner factors such as learner beliefs, learning styles and strategies b) teacher factors such as teacher roles, teacher beliefs and teacher decision making and c) classroom factors such as classroom management, classroom interaction and teaching large and mixed-ability classes. Participants will be trained to reflect on classroom vignettes with an aim to engage in creative problem-solving. Through equipping participants with the theoretical knowledge required to take informed decisions in the classroom, the course aims to prepare competent and confident teachers of the second language. Objectives of the course By the end of this course, students will be able to: 1. **Knowledge and Understanding:** o **CO1:** Understand the impact of learner factors such

as beliefs, learning styles, and strategies on language acquisition (aligns with PO1, PO2, PO3).
- o **CO2:** Analyze teacher factors including roles, beliefs, and decision-making processes in various instructional contexts (aligns with PO1, PO2, PO3).

2. **Skills related to one's Specialization:**
- o **CO3:** Develop skills to manage classroom dynamics, including interaction and teaching in large and mixed-ability classes (aligns with PO5).
- o **CO4:** Create and implement classroom management strategies to enhance learning outcomes (aligns with PO5, PO7).
- o **CO5:** Utilize digital tools and resources to support English language education (aligns with PO6).

3. **Application of Knowledge and Skills:**
- o **CO6:** Apply theoretical knowledge to solve practical classroom problems through reflective practice and creative problem-solving (aligns with PO8, PO10).
- o **CO7:** Design and use multimodal materials for effective language teaching and learning (aligns with PO9).

4. **Generic Learning Outcomes:**
- o **CO8:** Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms (aligns with PO11).
- o **CO9:** Collaborate with peers to enhance teaching practices and create innovative teaching materials (aligns with PO12).
- o **CO10:** Develop critical thinking skills to become self-directed learners and educators, incorporating ethical values in their teaching practice (aligns with PO13, PO14).

Learning outcomes

By the end of this course, students will achieve the following learning outcomes:

1. Domain-Specific Outcomes:
- o LO1: Demonstrate a comprehensive understanding of key issues and recent developments in language

teaching and learning, particularly in ESL/EFL contexts (a).

- o LO2: Critically analyze learner and teacher factors that influence language acquisition and teaching effectiveness (a).
- o LO3: Apply theoretical constructs of ESL learning to classroom scenarios and decision-making processes (a).

2. Value Addition:
- o LO4: Reflect on and integrate ethical and humanistic values into teaching practices, promoting a positive and inclusive classroom environment (b).
- o LO5: Develop a nuanced understanding of multilingual education practices and their relevance in English classrooms (b).

3. Skill-Enhancement:
- o LO6: Create and implement effective classroom management strategies, including managing large and mixed-ability classes (c).
- o LO7: Design and utilize multimodal materials and digital tools to support language teaching and learning (c).
- o LO8: Engage in creative problem-solving and reflective practices to address classroom challenges (c).

4. Employability Quotient:
- o LO9: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms, enhancing professional presentation and collaboration skills (d).
- o LO10: Collaborate effectively with peers to develop innovative teaching materials and improve teaching practices (d).
- o LO11: Develop critical thinking and self-directed learning skills that are essential for ongoing professional development and adaptability in diverse teaching contexts (d).

Course delivery	The course will be delivered through a combination of discussions, activities, tasks, and reflective practice designed to prepare students

	for real-world teaching scenarios.
Evaluation scheme	Internal assessment: 1. Sit-down, pen and paper test 2. Panel Discussion 3. Poster presentation End-semester assessment: Sit-down, pen and paper test
Reading list	Essential Readings 1. Richards, J. C., & Farrell, T. S. C. (2011).*Practice Teaching: A Reflective Approach*. Cambridge University Press. 2. Harmer, J. (2015).*The Practice of English Language Teaching* (5th ed.). Pearson. 3. Brown, H. D., & Lee, H. (2015).*Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Pearson. 4. Lightbown, P. M., & Spada, N. (2013).*How Languages are Learned* (4th ed.). Oxford University Press. 5. Nation, I. S. P., & Macalister, J. (2010).*Language Curriculum Design*. Routledge. 6. Ur, P. (2012).*A Course in English Language Teaching* (2nd ed.). Cambridge University Press. 7. Thornbury, S. (2017).*Scott Thornbury's 30 Language Teaching Methods*. Cambridge University Press. 8. Ellis, R. (2008).*The Study of Second Language Acquisition* (2nd ed.). Oxford University Press. 9. Larsen-Freeman, D., & Anderson, M. (2011).*Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press. 10. Brown, H. D. (2007).*Principles of Language Learning and Teaching* (5th ed.). Pearson. 11. Richards, J. C. (2017).*Curriculum Development in Language Teaching* (2nd ed.). Cambridge University Press. 12. **Wright, T. (2005). *Classroom Management in Language Education*. Palgrave Macmillan. Optional Readings 1. Bailey, K. M. (2006).*Language Teacher Supervision: A Case-Based Approach*. Cambridge University Press. 2. Richards, J. C., & Lockhart, C. (1994).*Reflective Teaching in Second Language Classrooms*. Cambridge University

Press.

3. Dörnyei, Z. (2001).*Teaching and Researching Motivation.* Longman.
4. Scrivener, J. (2011).*Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Macmillan Education.
5. Kumaravadivelu, B. (2003).*Beyond Methods: Macrostrategies for Language Teaching.* Yale University Press.
6. Allwright, D., & Hanks, J. (2009).*The Developing Language Learner: An Introduction to Exploratory Practice.* Palgrave Macmillan.
7. Edge, J. (2002).*Continuing Cooperative Development: A Discourse Framework for Individuals as Colleagues.* University of Michigan Press.
8. Gass, S. M., & Mackey, A. (2013).*The Routledge Handbook of Second Language Acquisition.* Routledge.

3.

Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MAELEC500
Semester	I&III
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Mondays: 2 pm-4pm; Wednesdays:11am -1pm
Name of the teacher/s	Dr. Madhumeeta Sinha
Course description	Include the following in the course description i) A brief overview of the course **Course Description** India is a country that is societally and individually multilingual; but owing to colonization and imperialism the teaching of English in India has been fraught with socio-political problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect

	on their own language learning experiences and use that as a base to engage with the existing practices. The four modules for the course are: 1) English Language: Historical Contexts and Modern Debates; 2) Frameworks for Language Teaching; 3) ELT Practices in the Classroom; 4) Presentations: this module is research oriented and allows students to identify and pursue a topic of their interest and learn more about it in a small peer groups. ii) **Objectives of the course in terms of Programme Specific Outcomes** (PSO of the Programme under which the course is being offered) 1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1) 2. Understand the multilingual framework in which English language is housed (PO 3 and PO 4) 3. Analyze the existing practices of English Language Teaching (PO 8) 4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10) **Learning outcomes* attached in a table below** a) domain specific outcomes b) value additionc) skill-enhancement d) employability quotientiii) Learning outcomes— a. Domain specific outcomes : PO1, PO 2 & PO3 b. Value addition : PO13 & PO14 c. Skill-enhancement : PO4&PO 8 d. Employability quotient : PO 11 PO 12
Course delivery	Lecture/Seminar/Experiential learning – All the three
Evaluation scheme	**Internal (modes of evaluation):** Written assignment and Presentation (40%) **End-semester (mode of evaluation):** Project/Final sit-down Exam (60%) *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned

Reading list	**Essential readings:** 1.　Agnihotri, R, et al. (2010). "Multilinguality and Teaching of English in India." 2.　Howatt, A. P. R. Howatt, & Smith, R. (2014). "The history of teaching English as a foreign language, from a British and European perspective." 3.　Ilaiah, K (2011). "Dalits and English." 4.　Kachru, B. (1986). "World Englishes and culture wars." 5.　Krishnaswamy, N., & Krishnaswamy L. (2006). The story of English in India. Foundation Books. 6.　Kumaravadivelu, B. (2002). "From coloniality to globality: (Re)visioning English language education in India". 7.　Lange, C. (2010). ""Hindi never, English ever": Language nationalism and linguistic conflicts in India." 8.　Mohanty, A.K. (2017). "Multilingualism, education, English and development: Whose development?" 9.　Mukherjee, J. (2010). "The development of English in India." 10.　Padwad, A. (2012). "Towards understanding rural ELT." 11.　Pennycook, A. (2000) "The social politics and the cultural politics of language classrooms." 12.　Ravinder, G. (2013). "Some aspects of pre-service and in-service teacher training in India." 13.　Sriprakash, A. (2011) "Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India." 14.　Reddy, D. (2013). "To teach or not to teach grammar." Additional readings: 1. National Council of Education Research and Training (NCERT) (2006). "Position paper on the teaching of English." 2. Phillipson, R. (2009/2011). "The tension between linguistic diversity and dominant English."